Utah State Office of Education
Adult Education Services

RESOURCE PACKET

Guidelines and Instructions

for completion of the

**2008-2009
Adult Education Refugee Outreach Grant
Application**

PURPOSE: To expand existing ESOL services by developing additional outreach ESOL sites focused on the needs of refugees, to include refugee participation, acquisition of English oral and literate language skills. Consideration of a refugee's need to obtain or maintain employment and/or maintain other public assistance program requirements should be made.

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GENERAL INFORMATION

This application for financial assistance provides a framework within which the applicant can submit information pertaining directly to the structure of an adult education refugee ESOL program to carry out specific purposes and to provide the basis on which grant awards and payments are to be made to applicants.

PROGRAM PURPOSE

The purpose of the Adult Education Refugee Training Grant is to create partnerships to provide, on a voluntary basis, adult education and literacy services, in order to:

1. Assist adult refugee students to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
2. Assist adult refugee students who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.
3. Assist adult refugee students at a time and place that is considerate of the refugee's need to obtain or maintain employment and/or maintain other public assistance program requirements.
4. To expand existing ESOL programs by developing additional outreach ESOL sites that focus on the needs of refugees to include refugee participation, acquisition of English oral and literate language skills. Consideration of a refugee's need to obtain or maintain employment and/or maintain other public assistance program requirements should be made.

DEFINITIONS

1. **Adult education** means services or instruction below the post-secondary level for individuals:
   a. Who have attained 16 years of age.
   b. Who are not enrolled or required to be enrolled in secondary school under state law.
   c. Who:
      (a) Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society.
      (b) Are unable to speak, read, or write the English language

2. The term **literacy** means an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family or as an individual, and in society.
3. The term **local education agency (LEA)** means a public board of education or other public authority legally constituted within the state for either administrative control or

direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or such combination of school districts or counties as is recognized in the state as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, the term means such other board or authority.

4. The term **state educational agency (SEA)** means the State Board of Education or other agency or officer primarily responsible for the state supervision of public elementary and secondary schools.

5. The term **institution of higher education** means any such institution as defined by Section 120J of the Federal Higher Education Act of 1965.

6. The term **individual of limited English proficiency** means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and:
   a. Whose native language is a language other than English; or
   b. Who lives in a family or community environment where a language other than English is the dominant language.

7. The term **community-based organization (CBO)** means a public or private nonprofit organization that is representative of a broad segment of the community and that provides adult education services for qualifying adult education students. To be a community-based organization, the organization must have a tax-exempt identification number.

8. The term **individuals with disabilities** means persons who have a record of, or are regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, or working).

9. The term **workplace literacy services** means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

10. The term **family literacy services** means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:
    a. Interactive literacy activities between parents and their children
    b. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
    c. Parent literacy training that leads to economic self-sufficiency
    d. An age-appropriate education to prepare children for success in school and life experiences

11. The term **consortium** means a joint program consisting of two or more eligible providers delivering adult education services to a specific identified population of students.

12. The term **collaboration** means two or more programs working to together to provide adult education services and/or additional services in their respective areas with each organization/agency acting as their own fiscal agent.

13. The term **refugee** means a person who is one of the following:
    a. Refugee admitted under INA §207: The date of entry shown on the refugee's DHS Form I-94 Arrival-Departure Record or Permanent Resident Card DHS Form I-155 or I-151.
    b. Asylee granted asylum under INA §208: The date of entry shown on the asylee's DHS Form I-94 Arrival-Departure Record or Permanent Resident Card DHS Form I-155 or I-151, or the date of granting asylum on an immigration court or judge form, notice, or letter. Due to Federal regulations 45CFR §400.44, applicants for asylum are not considered asylees, and therefore are not eligible for refugee federally funded services.
    c. Cuban and Haitian entrants as defined under 45CRF §401.2.
    d. Certain Amerasian as contained in section 101(e) of Public Law 100-202 as amended.
    e. Certain Victims of a Severe Form of Trafficking as certified under Public Law 106-386 as amended: The date shown on the Federal Office of Refugee Resettlement letter of certification as a trafficking victim.

14. The term **ESOL** means English for Speakers of Other Languages.

PRIORITIES

Each applicant must assure coordination among providers to avoid duplication of services, programs, and/or activities made available to adults under other local, federal, or state adult education programs. Each applicant must demonstrate that funds will be used effectively and efficiently to expand ESOL services and outreach ESOL programs within the community.

FUNDING LIMITS

There is no prescribed funding limit for individual ESOL grants; however, be aware that requests for funds will undoubtedly exceed the amount of funds available.

PAYMENT OF GRANT FUNDS

All awarded funding will be allocated on a reimbursement basis. These reimbursements will be made following the submission of a formal reimbursement request from the grantee. Reimbursement MUST be requested on a quarterly basis as defined by the USOE.

A federal reimbursement request form from the Utah State Office of Education must be used. This form can be found at http://www.schools.utah.gov/adulted/directors/forms.htm.

ELIGIBLE APPLICANTS

Eligible applicants for funding provided through the Adult Education Refugee Training Grant include:

   a. Salt Lake County and Cache County education agencies currently funded through the Adult Education and Family Literacy Act (AEFLA)
   b. Salt Lake County and Cache County community-based organizations currently funded through the Adult Education and Family Literacy Act (AEFLA)
   c. Salt Lake County and Cache County volunteer literacy organizations currently funded through the Adult Education and Family Literacy Act (AEFLA)
   d. Salt Lake County and Cache County institutions of higher education currently funded through the Adult Education and Family Literacy Act (AEFLA)
   e. Salt Lake County and Cache County public or private nonprofit agencies currently funded through the Adult Education and Family Literacy Act (AEFLA)
   f. Salt Lake County and Cache County libraries currently funded through the Adult Education and Family Literacy Act (AEFLA)
   g. Salt Lake County and Cache County public housing authorities currently funded through the Adult Education and Family Literacy Act (AEFLA)
   h. Salt Lake County and Cache County nonprofit institutions not described above that have the ability to provide literacy services to adults and families, and are currently funded through the Adult Education and Family Literacy Act (AEFLA)
   i. Salt Lake County and Cache County consortium of agencies, organizations, institutions, libraries, or authorities as listed above that are currently funded through the Adult Education and Family Literacy Act (AEFLA)

Funds are available to provide educational opportunities for non-English-speaking refugee adults to further acquire basic skills in order to function in society.

REQUIREMENTS

All grant recipients will be required to use the State Approved ESOL Standards.
All grant recipients must be currently AEFLA-funded programs.
All grant components must be addressed by applicant organizations. An overview of each component is given below.
All grant recipients' chief administrative officers will be required to sign the Program Assurances. If the applicant is a consortium, then the chief administrative officer of each applicant organization will be required to sign the Program Assurances. Applications lacking the name and signature of the appropriate official will be considered incomplete and removed from competition.

PROJECTED FUNDING

In this section, applicants are to indicate all funding sources that will also be used in the proposed program. (See sample.)

1.   The federal grant amount being requested must match the amount on the cover sheet.

BUDGET SUMMARY/BUDGET SUMMARY EXPLANATION (0-20 Points)

A detailed budget and budget explanation, for one year, should appear in this section. A sample budget summary and budget summary explanation is included in this resource packet. (See sample.)

1.   The Budget Summary must match the scope of the program outlined in the abstract section of the application. This section must also include all of the federal and non-federal funds being used to support the program.

2.   The Budget Summary Explanation must detail how budget amounts were developed, indicating all types of salaries, materials, etc., that will be used/purchased to support the program (both federal and non-federal amounts will need to be explained). Persons/positions to provide services must be specifically defined.

3.   Costs of the program should be reasonable in relation to the number of persons to be served and to the anticipated outcomes and benefits.

4.   Administrative costs should not exceed five percent (5%) of the federal amount requested. Administrative costs include all costs not directly related to student services (i.e., the director's salary, administrative personnel salaries, director's or administrative personnel benefits, rent, utilities, office equipment and supplies, equipment repair, indirect costs charged by a respective organization, cost of the independent audit, etc.).

ABSTRACT (0-10 Points)

The abstract should be an "executive summary" of the proposed project. The abstract should reflect the overall program design, be concise, and let the reader know what to expect in reviewing the rest of the document. If the proposed project is part of a consortium of eligible providers, the abstract must identify the responsibilities and respective funding of each organization/agency in the consortium (make it brief; all details should be in the narrative)**.** This section should give the reader a clear picture of the **details to follow** in the narrative. (Try to keep this section to one page.)

NARRATIVE

A detailed narrative is to be written to include and describe the following areas.

A. NEED
DEMONSTRATION OF NEED (0-10 Points)

Applicants should identify a demonstrated need for additional ESOL literacy programs within the community.

The applicants must address the following questions:

1.   Why should your program be funded? (If your program is one of many in the area, indicate the need for your program in relationship to the others already available in the area.)

2.   How were the needs of the community identified? State all sources of information. When making comparisons, be sure to stay as close to the target population as possible (e.g., don't compare local data to national data; compare local data to county and state data). This section should include a baseline data chart that gives information (with date and source).

4.   How will the proposed services address or remedy the needs identified? (Make sure that all needs that are to be addressed in this section are accounted for in the program design.) This section should show the extent to which the design of the proposed project is appropriate to and will successfully address or remedy the identified needs and risk factors of the refugee population, including families. Include a description of how the program will tailor activities (including times, days, and locations) to address the specific needs of the program participants to achieve the desired outcomes. For example, explain how your project will offer instruction in outreach locations providing services that are not currently available in the community for refugees, and how project staff members will vary their approaches to help meet participants' individual needs.

SERVING THOSE MOST IN NEED (0-10 Points)

Applicants should serve refugees in the community who are most in need of literacy services.

1.   The program should target those adult refugees who are in most need of literacy services, individuals with low income, and/or individuals who have minimal literacy skills.

2.   The program should identify and recruit refugees from the local community who are in need of literacy services. Information on how this is accomplished should be in this section.

3.   The program should target those refugees who have been in the United States and in Utah less than 60 months (five years).

PAST EFFECTIVENESS (0-10 Points)

Applicants must include data that shows how they have been effective in serving their identified population in the past, as well as how additional monies will improve the services available to the identified population. This section should describe the organization's/agency's general past effectiveness in improving the literacy skills of adults and families, especially with respect to those adults with the lowest levels of literacy. This section must also address how well the program has met or exceeded previous program performance measures.

B. PROGRAM DESIGN
EFFECTIVE EDUCATIONAL PRACTICES (0-30 Points)

The applicant should provide evidence that the adult educational practices selected for the program design are based on a solid foundation of research and best practices, include the types of tests to be used, detail testing procedures, and explain how it will guarantee that testing protocol is followed.

1.   Provide evidence that there exists a coordinated effort among providers to avoid duplication of services, programs, and/or activities made available to adults through other current federal or state-funded adult education programs.

2.   The application must include a description of how activities and curricula will meet the Principles of Effectiveness (see Attachment A).

3.   This section should show how established linkages with other appropriate agencies and organizations providing services to the target population have been or will be effective for the refugee. In the Appendix, please include Memoranda of Understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of Memoranda, including a clear demonstration of "buy-in from senior administrators or the partnering organizations," is important.

REAL-LIFE CONTEXT (0-15 Points)

The applicant should provide evidence that learning activities involve real-life context to ensure that participants develop the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship**.**

1.   Show how the lessons link to real-life situations.

2.   Show how the program will use real-life situations to teach participants academic subjects.

3.   Describe how the use of real-life context will remedy risk factors for refugee adults and families by filling existing service gaps. Community, teacher, and/or student surveys used to identify the need for real-life contexts should be included in the Appendix if available.

INTENSITY AND DURATION OF SERVICES (0-30 Points)

The applicant must provide evidence that the proposed project is of sufficient intensity and duration for students to achieve sustainable learning gains. In addition, the following information must be in table form, addressing each proposed outreach site:

1.   The class schedule at each site (both days and times offered). A separate chart of hours for each site is required.

2.   The program begin and end dates per site.

MEASURABLE GOALS (0-20 Points)

The degree to which the eligible applicant has established measurable goals for program/student outcomes, identified goals, objectives, and student outcomes to be achieved by the proposed project should be clearly specified, measurable, and related to the Adult Educations Outreach Program Grant goals.

1.   Describe the goals for your program.

2.   How will the goals be met?

3.   How many students will complete their goals?

4.   Explain how the proposed project will assist students in making progress toward their goals.

5. Fill in the Core Goal Description chart and 2008-2009 Federal Core Indicators chart. (Remember, enrollees on these charts are only those to be served through **THIS** grant application.)

6. One principle of effectiveness is that programs or activities must be based on an established set of performance measures. There should be a direct correlation between the program and the state content standards and student academic achievement standards. How will the program assist students in making progress toward these standards? The project must meet an established set of performance measures aimed at ensuring the availability of high-quality academic opportunities and feasible, scientifically based state and local student academic achievement standards.

USE OF TECHNOLOGY (0-15 Points)

The applicant should provide information on how the proposed activities will effectively employ advances in technology, including the use of computers. The applicant should answer the following questions:

1. What type(s) of technology will be used?

2. How will each type of technology be used to benefit the students?

3. How will the students be trained to use the technology?

FLEXIBLE SERVICES (0-15 Points)

A detailed description of proposed flexible services is to be included that should discuss, but is not limited to, the following.

1. Flexible schedules (day, evening, and/or weekend) – The program should meet the needs of the students in the program (e.g., meeting the needs of work schedules, bus schedules, etc.).

2. Support services (i.e., child care and transportation) should be offered and sponsored by collaborative partners. The program should coordinate with the Department of Workforce Services, the Division of Rehabilitation Services, and other community agencies and services to provide child care, transportation, etc.

3. Flexible sites – The program should meet the needs of the students in the program (e.g., using housing projects, churches, work sites, etc.)

C. MANAGEMENT PLAN
QUALIFIED STAFF (0-10 Points)

Well-trained instructors, counselors, and administrators should staff the proposed activities.

1.   The program should address issues of recruitment and retention of highly qualified staff, including appropriately qualified volunteers if the program uses volunteers, through proper certification or licensure, experience and endorsements for subjects and ages taught. Include job descriptions for key staff members and the program's inservice plan to keep staff up to date on essential information to do their job.

2.   The applicant should give specific details explaining how staff members will have sufficient time to accomplish tasks associated with the project.

3.   Describe the role and responsibility of all key staff members assigned to the project.

4.   The applicant should give specific details explaining how volunteers are chosen, what training is available for them, and safeguards your organization/agency will use to ensure safety for the volunteers and students.

5.   Include (but keep separate) all staff members used for this project—both paid from this grant and those being paid from other sources. Include all unpaid staff/volunteers used for this program.

6.   The program must provide and document staff training in at least the following areas (sample copies will be provided for funded programs):

   A.   Code of Conduct (include a signed copy by the staff member receiving the training in their personnel file)
   B.   Confidentiality (include a signed copy by the staff member receiving the training in their personnel file)
   C.   Grievance Procedures (include a signed copy by the staff member receiving the training in their personnel file)
   D.   ADA and 504 Accommodations (include a signed copy by the staff member receiving the training in their personnel file)
   E.   Other trainings as needed

COORDINATION/COLLABORATION (0-25 Points)

The proposed activities should be coordinated with other community resources (collaboration).

1.   The program should coordinate/collaborate with other resources (including personnel or volunteers) from the community.

2.   The program should coordinate/collaborate with other programs in the area to avoid duplication of services.

3. The proposed learning activities should be coordinated with One-Stop Centers, job training programs, social service agencies, district elementary and secondary schools, district adult education programs, EvenStart, community-based or volunteer programs, post-secondary educational institutions, private sector partnerships, and other available resources in the community to augment services.

4. As evidence, attach any Memoranda of Understanding or letters of agreement. (Note: Do not attach letters of support.) The memoranda should clearly state the agreement between the program and other organizations/agencies involved in the collaborative effort.

5. Any physical, in-kind, or monetary contribution should be included as part of the Budget Summary and Budget Summary Explanation.

CONSORTIUM (OPTIONAL 0-10 Points)

If the application is written as a consortium of eligible recipients, clearly identified goals and responsibilities for each partner must be defined, including the following:

1. All partner responsibilities.

2. Description of funds to be used to support project from each consortium entity.

3. Memoranda of Understanding from each member of the consortium detailing its responsibilities to the consortium.

4. An organizational chart detailing participating member responsibilities within the project.

5. Additional physical, in-kind, or monetary contributions made by the partners should appear in the Budget Summary and the Budget Summary Explanation.

BUDGET CATEGORIES—DEFINED

LINE ITEM A (Salaries – 100)

Detailed full or potential salaries for project personnel must be included in this grant application. This specifically refers to new employees of the applicant or employees who are being placed on special assignment for the grant period. This item should not include stipends paid to regular employees for work outside of their regular contract. These stipends should be included in item C below. If salary funds are identified in the application, please indicate the basis of computing these salaries. Director, coordinator, and clerical salaries not directly tied to classroom activities must be considered administrative.

LINE ITEM B (Employee Benefits – 200)

Detailed employee benefits for project employees or reassigned employees of the applicant must be included in this application and covered with grant funds and other funds. Such employee benefits may include state retirement, Social Security, local retirement, group insurance, industrial insurance, unemployment insurance, and any other employee benefits not classified above. Employee benefits related to stipends for teachers or other regular employees who work outside of their regular contract may also be placed in this line item. Director, coordinator, and clerical salaries not directly tied to classroom activities must be considered administrative.

LINE ITEM C (Purchased Professional and Technical Services – 300)

This budget category includes those services which, by their nature, must be performed by persons with specialized knowledge, skills, or abilities. Providers of such services, including all travel, meals, lodging, honoraria/fees, materials, and related expenses associated with them, should be included in this category as consultants. Such consultants might also include staff of the applicant who might serve in this capacity during those times when they are not salaried employees of the grantee. This includes summers, weekends, holidays, or other non-contractual time. All known consultants should be named in this application, and their anticipated consultant fees and number of contracted days of work should be clearly outlined. Yearly program audits are also included in this item. Note: Some of these expenditures may be administrative in nature.

LINE ITEM D (Purchased Property Services – 400)

Applicants may receive funding support for variety of services rendered by organizations and personnel not on the payroll of the applicant to operate, maintain, insure, and rent property used by the applicant. Typical expenditures in this category include utility service, cleaning services, disposal services, snow plowing, custodial services, lawn care services, equipment repair, vehicle repair, rental of buildings, equipment or vehicles, etc. Provide specific information about such anticipated costs. Note: These expenditures are administrative in nature.

LINE ITEM E (Other Purchases – 500)

This allowable budget category includes all amounts paid for services rendered by organizations or personnel not on the payroll of the applicant other than Professional and Technical Services (300) or Property Services (400). This are includes such expenditures as communications, advertising, printing and binding, property insurance, liability insurance, telephones, postage meter, etc. Provide specific information about all projected expenditures. Note: Some of these expenditures may be administrative in nature.

LINE ITEM F (Travel – 580)

This budget category includes travel of instructional staff to and from remote teaching sites. Note: Travel expenditures for professional development are unallowable.

LINE ITEM G (Supplies and Materials – 600)

Applicant may receive funding support for a variety of items of an expendable nature that are consumed, worn out, or have deteriorated with use; items that lose their identify through fabrication or incorporation into different or more complex units or substances are also considered supply expenditures. Expenditures in this category might include, but not be limited to, software, paper, writing tools, books, textbooks, manuals, reproduction costs, binders, <u>classroom computers</u> and <u>printers</u>, <u>overhead projectors, audiovisual materials, courseware, assessment instruments</u>, etc. Note: Make sure each of these items is identified in the explanation as to how many are needed and the cost per item.

LINE ITEM H (Other – 800)

This line item is very seldom used, but is included to use for the purchase of goods and services not otherwise classified above.

LINE ITEM I (Total Direct Costs)

Total of lines A through H.

LINE ITEM J (Indirect Costs)

Any indirect costs charged to this grant fall within the allowable five percent (5%) administrative cap.

LINE ITEM K (Property – 700)

Applicants may receive funding support for property acquisitions, leasing, and rentals if such transactions are clearly identified as essential to the operation of the program. Expenditures in this category include the purchase, lease, or rental of initial equipment, additional equipment, or replacement equipment that are typically valued at $5,000 or greater per item. These expenditures may be administrative in nature. Make sure that all items in the category are clearly explained and detailed in the Project Narrative.

ADDITIONAL INFORMATION:

At least 95 percent (95%) of requested funding must be spend on direct services to students, e.g., general classroom teaching activities, textbooks, classroom supplies, etc.

No more than five percent (5%) may be spend on administrative activities, e.g., administrator compensation and benefits, rent, utilities, equipment repair, office supplies, property, and indirect costs charged by a respective organization, etc.

Note: In cases where the five percent (5%) administrative cap is too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, the eligible providers may negotiate with the Utah State Office of Education in order to determine an adequate level of funds to be used for non-instructional purposes.

BUDGET SUMMARY (0-20 Points)—EXAMPLE

INSTRUCTIONS: In the spaces provided, indicated proposed budget allotments – included all sources of funding. It is not necessary to use all budget categories. Refer to the application **Resource Packet** for specific descriptions of budget categories.

Budget Category	Federal Grant Share for Student Services (at least 95%)	Federal Grant Share for Administrative Services (no more than 5%)	Other Sources of Funding
A. Salaries (100)	$91,378	$3,720	$40, 513
B. Employee Benefits (200)	$10.373	$437	$4,759
C. Purchased Professional and Technical Services (300)		$500	
D: Purchased Property Services (400)	(Not Allowable in Student Services)	$1,000	
E. Other Purchases (500)			
F. Travel (580)			
G. Supplied and Materials (600)	$224	$96	$356
H. Other (800)			
I. Total Direct Costs (Lines A through H)	$102,339	$5,753	$45,628
J. Indirect Cost	(Not Allowable in Student Services)	$154	
K. Property (700)	$9,894		
M. TOTAL (Lines I through L)	$112,233	$5,907	$45,628
	Student Services must be at least 95 percent (95%) of the total federal grant amount requested on the Application cover sheet, item 8.	Administrative total should NOT exceed five percent (5%) of the total federal grant amount requested on the Application cover sheet, item 8.	

BUDGET SUMMARY EXPLANATION—EXAMPLE

INSTRUCTIONS: In the spaces provided, indicate exactly how the dollar amount was arrived at in each of the three categories (1) Federal Grant Share Student Services (at least 95%); (2) Federal Grant Share Administrative Services (no more than 5%); and (3) Other Sources. Totals in each category must match those on the Budget Summary Page.

Budget Category	Federal Grant Share Student Services (at least 95%)	Federal Grant Share Administrative Services (no more than 5%)	Other Sources
A. Salaries (100)	9 teachers @ 4 hrs. per day x $20.47 per hr. x 124 days = $91,378	1 director @ 1 hr per day x $30 per hr x 124 days = $3,720	4 teachers @ 4 hours per day x $20.47 per hr x 124 days = $40, 513
B. Employee Benefits (200)	11.75% of $91,378 = $10,737	11.75% of $3,720 = $437	11.75% of $40,513 = $4,759
C. Purchased Professional and Technical Services (300)		Cost of independent program audit = $500	
D. Purchased Property Services (400)	(Not Allowable in Student Services)	Lease of classroom space, utilities, hone, and custodial resources = $1,000	
E. Other Purchases (500)			
F. Travel (580)			
G. Supplies and Materials (600)	Paper and copying for ABE curriculum = $224 10 computer stations @ $989.40 each, used solely to run A+ software for ABE students = $9,894	Office Supplies = $96	ABE Books = $356
H. Other (800)			
I. TOTAL Direct Costs (Lines A through H)	$102,339	$5,753	$45,628
J. Indirect Costs	(Not Allowable in Student Services)	$4,541	
K. Property (700)		Copy machine = $4,000	$2,000
L. TOTAL (Lines I through K)	$112,233	$10,294	$47,628

UNALLOWABLE ITEMS:

1.   Grant funds do not provide an opportunity to purchase property, computer hardware and/or software that will be used only partly to serve refugee students.

2.   Child care costs for children of refugee students are only allowable when other sources of funding have been depleted.

3.   Food (coffee, juice, donuts, etc.) to entice prospective students, or as an incentive to keep them coming after they are enrolled or for any sort of meeting, is not an allowable expenditure.

4.   Grant funds may only be used to **supplement** and, to the extent practical, increase the level of funds that would, in the absence of grant funds, be made available from non-federal sources for the education of participating students. In no case may grant funds **supplant** funds from non-federal sources.

5.   Grant students may NOT be charged fees.

6.   The Refugee Outreach Grant is NOT a capital outlay grant, in that no funds can be used for construction, remodeling, or structural maintenance/refurbishing.

The above list is not meant to be exhaustive. In the event that an application for funding contains these or other unallowable elements, the applicant will be contacted by the Utah State Office of Education with the intent to bring the application into compliance.

HOW TO FIGURE INDIRECT COSTS:

Total Grant	**so,**	**$115,000**
- **Audit**		**- 0 (audit)**
- **Property**		**- 4,000 (property)**
XXX ÷ indirect cost rate + 1.0		**$111,000 ÷ 1.0049 (for example)**
= Total direct costs		**=$110, 459**
Total Grant		**$111,000 (- audit & property)**
-Total direct costs		**-110,459**
= indirect cost $		**= $ 541**

Thus the Total Direct + Audit + Property + Indirect = Total Allocation.
        $110,459 + 0   + 4,000   +   541 = $115,000

Attachment A

Principles of Effectiveness or Best Practices

The *Principles of Effectiveness* are a series of requirements designed to guide the use of federal funds. Their purpose is to increase the potential effectiveness of programs and activities funded with the monies available from the U.S. Department of Education. These *Principles* will be used in conjunction with the existing statutes and regulations. They affect programs and funds at the state education agency, local education agency, tribal schools, Governor's Office, and community organization levels.

Principle 1: A grant recipient shall base its program on a thorough assessment of objective data about problems in the schools and communities served.

> Principle 1 is intended to help schools and districts determine their needs prior to planning and implementing their programs. Through an examination of objective data, school staff members should focus their efforts and funds in the most effective manner. A solid needs assessment helps to prevent duplication of effort and develop new linkages among school programs, community groups, and organizations.

Principle 2: A grant recipient shall, with the assistance of a local or regional advisory council which includes community representatives, establish a set of measurable goals and objectives and design its activities to meet those goals and objectives.

> Principle 2 is to help schools and districts set reasonable, measureable goals and objectives. These goals and objectives should be based upon the information obtained by the needs assessment, and should be developed with input from an advisory council. The goals and objectives will provide the "road map" for activity and program planning, as well as the standard against which to compare the success or failure of the program upon evaluation. In general, it is advisable to have a broad goal and several specific, measurable objectives.

Principle 3: A grant recipient shall design and implement its activities based on research or evaluation that provides evidence that the strategies used will improve student learning.

> Principle 3 is to help focus on best practices, but these do not have to be research-based programs. However, school staff members need to evaluate the success of the program and are encouraged to identify measures of success.

Principle 4: A grant recipient shall evaluate its program periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.

Principle 4 is to help schools and districts determine the effectiveness of the programs they select and to see whether their goals and objectives have been met. If the goals and objectives have not been met, the evaluation can provide useful information as staff members improve the program. Evaluation information may also be required at certain times by state education agencies to document progress.

APPLICATION SUBMISSION INSTRUCTIONS

1. Though addendums are permissible, please try to limit the application to 20 pages.

2. Respond to every area of the application. Applications received with blank response areas will be considered incomplete and will be removed from the reading process.

3. Do not add a cover to the application or put it in any type of folder. Simply place one staple or large clip in the upper left-hand corner of each copy.

4. Do not change the sequence or format of the application. Such changes make it more difficult for the readers and may not be helpful to your application.

5. All applications will be judged solely on the information presented within the application form.

6. For questions that may arise during the application process, please call one of the following State Office of Education personnel:

Marty Kelly	538-7821
Jeffrey Galli	538-7989
Sandra Grant	538-7844
Shauna South	538-7849

7. SEND ONE ORIGINAL (SIGNED IN BLUE INK) AND FOUR (4) ADDITIONAL COPIES OF YOUR APPLICATION TO:

   Marty Kelly, Coordinator
   Adult Education Services
   Utah State Office of Education
   250 East 500 South
   P.O. Box 144200
   Salt Lake City, UT 84114-4200

   TO ARRIVE NOT LATER THAN 5:00 P.M. AUGUST 29, 2008.

SCORING CRITERIA

Each section of the AEFLA grant application will be evaluated and scored on the basis of completeness, clarity, and merit. **NOTE:** Incomplete applications will result in disqualification.

Item	Required	Possible	Optional	Points
Signed Cover Sheet	Required	NA		
Signed Program Assurance	Required	NA		
Signed Debarment Certification	Required	NA		
Projected Funding Non-Federal Match (State) 25 Percent	Required	NA		
BUDGET SUMMARY				
Budget Summary Explanation	Required			20
ABSTRACT	Required			10
NEED				
Demonstration of Need	Required			10
Serving Those Most in Need	Required			10
Past Effectiveness	Required			10
PROGRAM DESIGN				
Effective Educational Practices	Required			30
Real-Life Context	Required			15
Intensity and Duration of Services	Required			15
Measurable Goals	Required			20
Use of Technology	Required			15
Flexible Services	Required			15
MANAGEMENT PLAN				
Qualified Staff	Required			10
Coordination/Collaboration	Required			25
Consortium			Optional	10

TOTAL POSSIBLE   **215**